Student Equity Plan

November 2014

“To identify, address, and reduce disparities in students’ access and achievement, opening pathways to more equal opportunities for student success.” – Cypress College Student Equity Committee, 2014
I. Executive Summary

Cypress College Student Equity Committee Mission

To identify, address, and reduce disparities in students’ access and achievement, opening pathways to more equal opportunities for student success.

Cypress College proudly serves 20,356 (CCCCO Datamart Annual Term Student Count 2013-2014) students from its service area and beyond, including Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach, and Stanton. Cypress College continues to grow while enhancing its educational programs and student services, all of which conform to the standards of the California Education Code and Title 5 of the California Code of Regulations. Of Cypress College’s population of students, 54% are female. This comprises the majority of students enrolled at the College. Students aged 20-24 make up 41% of those enrolled. Demographically, 5% of our students are African-American, 0.30% are American Indian/Alaskan Native, 17% are Asian, 6% are Filipino, 43% are Hispanic, 0.50% are Pacific Islander, and 22% are White Non-Hispanic. These proportions have remained consistent over the past three years.

The Cypress College Student Equity Plan (SEP) originated and was implemented in 2004. It was then revised and adopted in 2009, and is now updated to include innovative activities and resources to address disparity within population groups. Since 2004, the College has experienced demographic changes and has identified trends in student achievement that necessitates modification and restructuring of services to meet student needs. Additionally, the Student Equity Committee membership has expanded to include many new members representing administration, faculty, staff, and students.

As required by SB 1456, the Student Equity Plan was coordinated with the development of the Student Success and Support Program (SSSP) Plan to ensure that strategies are identified to address and monitor equity issues. Furthermore, the Student Equity Committee is dedicated to supporting a holistic approach to planning and budgeting by integrating student equity planning with other College plans such as Basic Skills, the 3-Year College Strategic Plan, and SSSP. Likewise, many of the Student Equity Committee members also hold positions on these other institutional planning committees and/or workgroups, thereby, providing linkage between relevant campus planning programs.

In conjunction with the development of Student Equity Plans, the North Orange County Community College District is also developing a regional plan in partnership with the Anaheim Union High School District, Fullerton Joint Union High School District, and Placentia-Yorba...
Linda Unified School District to improve the provision of adult education as outlined in Assembly Bill 86. The Student Equity Plan supports goals of the AB 86 NOCCCD Consortium as both will implement activities to provide quality basic skills and ESL classes to enhance completion rates, education programs for adults with disabilities, and CTE education programs. The AB 86 Plan, as with the Student Equity Plan, will address identified achievement gaps and will employ approaches to support and advance student academic progress. Additionally, the AB 86 Plan will include professional development activities for faculty and staff to improve student outcomes. Both the Student Equity Committee and the multiple Workgroups of the NOCCCD AB 86 Consortium understand that each entity must collaborate effectively so that our efforts will be complimentary as we strive to reach our common goals.

Cypress College recognizes the importance and necessity of developing a new, updated Student Equity Plan and is committed to the implementation of the Plan to ensure proportional and equitable student academic outcomes and achievement. The Student Equity Plan is steered by the College’s mission and core values of Excellence, Integrity, Collegiality, and Inclusiveness.

**Cypress College Mission Statement:** Cypress College enriches students’ lives by providing high quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, and contributing to both the economic and social development of the surrounding community.

### A. Target Groups

The Committee researched and investigated student equity as required by student success legislation SB 1456 and Title 5 regulations. The College has identified resources and strategies to address and monitor equity issues within population groups (below) by utilizing the following five indicators:

1. **Access** – The percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.
2. **Course Completion (Retention, Persistence)** – The number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. (For the purpose of this plan, the focus will be upon basic skills course completion as credit courses show no disproportionate impact within any population group.)
3. **Basic Skills and ESL Course Completion** – The number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final basic skills or ESL course.
4. **Degree and Certificate Completion** – The number of students by population group who receive a degree or certificate compared to the number of students in that group with the same informed matriculation goal.
5. **Transfer** – The number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Title 5 regulations (title 5, 54220(d)) specify that colleges must address the following populations when looking at disproportionate impact in student equity plans:

**Ethnicity:** Of Cypress College’s 20,356 enrolled students in 2013-2014, 5% were African-American, .3% American Indian/Alaskan Native, 17% Asian, 6% Filipino, 43% Hispanic, .5% Pacific Islander, and 22% White Non-Hispanic.

**Gender:** Females comprise the majority of students enrolled at Cypress College (female=54%; male=45%; unknown=1%).

**Students with Disabilities:** 4.5% of students enrolled at Cypress College have disabilities and are registered with Disabled Students Program and Services (DSPS).

**Age:** Students aged 20-29 comprised the majority (55%) enrolled at Cypress College in 2013-2014. Students aged 19 or less constituted 27%. Those between the ages of 30-39 made up 10%, and students aged 40-50+ were at 8%.

**Economically Disadvantaged:** A student who receives at least one of the following services/benefits is identified as “economically disadvantaged”: Board of Governor’s Waiver, PELL Grant, CalWORKs, Workforce Investment Act, or Department of Social Services. Of Cypress College’s total enrollment, approximately 54% are students who meet at least one of the criteria above.

**Foster Youth:** Cypress College understands and appreciates that emerging populations, including foster youth, must be addressed in the Student Equity Plan per SB 860, the budget trailer bill. The SEP Committee worked with our Research and Planning Program to gather current foster youth data. Although sufficient data to determine disproportionate impact within the five indicators is currently not available, we received data including the approximate number of foster youth attending Cypress College. Currently, Cypress College serves 56 foster youth (2014 Spring Semester) according to the Financial Aid Program. As this number seems low, the SEP Committee discussed why this would be so. As with other populations (such as students with disabilities), we surmise that some students previously recognized as “foster youth” may no longer wish to self-identify. Over the course of the next year, Cypress College will work closely with the Research and Planning Department to develop a better system to track and monitor the success of foster youth.

Even though Cypress College is not currently able to easily extract and gather data on foster youth, our commitment to this population group is steadfast. Cypress College recognizes the
importance of providing quality and effective services to foster youth to ensure their access and success. The Student Support Services Division has recently employed a Special Program Director to enhance Cypress College’s Foster Youth program. Guardian Scholars, a program committed to supporting students exiting the Orange County foster care system, began in August 2014. The program works in collaboration with Orangewood Children’s Foundation to provide financial and personal support for our students.

**Veterans:** As with the addition of the Foster Youth population, SB 860 also requires the Student Equity Plan to focus on Veterans as a new population group. Again, sufficient data to determine disproportionate impact within the five indicators is currently not available. However, Cypress College values Veterans and recognizes the importance of providing these students with equal access and success opportunities. Forthcoming projects and opportunities affecting Veteran students include the Green Zone Project, a training program designed to create a “Veteran-friendly” campus. This program educates and develops a network of faculty, staff, and administrators committed to creating a welcoming and supportive campus environment for military service members, Veterans, and their families who study at Cypress College.

The table below displays the increase of Veteran enrollment at Cypress College. Although these numbers reflect students confirmed as Veterans, they do not necessarily reflect whether these confirmed Veterans are actually receiving campus services through our Veteran’s Center.

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Veterans enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>1,341</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1,268</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>1,182</td>
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<td>Fall 2012</td>
<td>1,107</td>
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<tr>
<td>Spring 2012</td>
<td>993</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>924</td>
</tr>
</tbody>
</table>

In the Access Data Narrative of this Student Equity Plan (page 29), the Committee presents rationale for including an “Access activity” to address the Veteran population increase despite a lack of available data to establish the possible disproportionate impact in this population group.

Over the next year, Cypress College will work closely with the Research and Planning Department to develop effective systems to evaluate the success of our Veterans.
B. Goals

The North Orange County Community College District is “committed to student equity in educational programs and college services” (NOCCCD Board Policy 5300 Student Equity). Cypress College provides services and programs to ensure all students receive equal opportunities for achievement and success.

The Student Equity Committee understands that as issues in student equity evolve, the Plan must adjust as well. We have developed a flexible plan that will be modified as specific population trends and needs change. This plan will be reviewed and updated annually.

Included in this Student Equity Plan are goals addressing each indicator as delineated below. However, the overarching goals for the plan are to:

- Address student access and success
- Minimize the achievement gaps within population groups
- Maximize the effectiveness of existing campus services, programs, and resources
- Provide for increased equity and support of diversity at Cypress College

Indicator Goals:

Goal #1: Access

Increase Hispanic/Latino enrollment at Cypress College to 51% in the next three years to match the population of its feeder high school graduates.

Goal #2: Course Completion

Achieve proportional course (basic skills) retention and success rates of Cypress College students, specifically for African-American students, in the next three years.

Goal 3: Basic Skills/ESL Completion

ESL: Achieve proportional ESL completion rates of Cypress College students, specifically for Hispanic and economically disadvantaged students, in the next three years.

Basic Skills Mathematics: Achieve proportional basic skills math completion rates of Cypress College students, specifically for African-American students, students aged 25 and older, and students with disabilities, in the next three years.

Basic Skills English: Achieve proportional basic skills English completion rates of Cypress College students, specifically for African-American students, in the next three years.
Goal 4: Degree and Certificate Completion

Achieve proportional degree and certificate completion rates for Cypress College students, specifically for African American and Hispanic students, and students aged 25-49.

Goal 5: Transfer

Achieve proportional transfer rates of Cypress College students, specifically for African-American, Hispanic, Filipino, economically disadvantaged, and students with disabilities.

C. Activities

In order to fully comprehend the disparities within student access and achievement, the Committee recommends that the College investigate and determine “why” inequity exists within some population groups and not others. Other suggested activities are designed to enhance existing campus services and to complement existing programs. The Student Equity Plan activities for each Indicator are essential in order to achieve the Plan goals. These activities include:

- Program Reviews
- Surveys
- Research of Possible Employment Positions
- Enhanced Outreach and Recruitment
- Qualitative Studies
- Expansion of Professional Development
- Mentoring Opportunities
- Website Streamline
- Intervention Systems
- Design and Implementation of New Policies
- Adaptation of Program/Courses

D. Resources for Student Access and Success

Cypress College is committed to equity of student access and success by offering student support services and programs to address the specific educational needs of all students. By providing these services and programs, Cypress College opens pathways to equal opportunities for students to achieve.

The inventory below lists the combined resources of programs, services, and partnerships offered to Cypress College students. More specifically, though, the Student Equity Committee is providing specific data addressing student success within each of the following five (5) services and programs as noted below*: English Success Center (ESC); Supplemental Instruction (SI); Tutoring; Math Learning Center (MLC); and Summer Boost.
• **Admissions and Records**  
*Purpose:*  
To maintain student records from the point of admission; registration; course schedule adjustment; grade collection and adjustment; enrollment and degree verification to degree conferral.

*Services Provided:*  
Admissions application processing; course registration and schedule adjustment; official transcripts; enrollment and degree verification; diplomas and certificates; residency reclassification

• **Adult Re-Entry Program**  
*Purpose:*  
Learning is a lifelong endeavor. The Adult Re-entry program assists "non-traditional" students with a combination of services that provide opportunities for the adult learner returning to school in order to make a smooth transition, to overcome barriers unique to the returning adult, and to successfully explore career and academic goals.

*Services Provided:*  
Counseling; classes; assessments; workshops; resources; referrals

• **Associated Students**  
*Purpose:*  
Associated Students (AS) provides Learning, Leadership, and Service opportunities outside the classroom for enrolled students of the College.

*Services Provided:*  
Facilitate participation in the shared governance process on campus by providing student representation on campus committees; sponsorship of many events/activities on campus throughout the school year; administers student-funded programs, ensuring that resources further the education and welfare of the students of Cypress College

• **Assessment**  
*Purpose:*  
To assure that students are placed in courses that match the students’ skills, needs, and goals, and to align student needs with programs and services.

*Services Provided:*  
English, math, and ESL assessments
• **CalWORKs**  
*Purpose:*  
To provide services to Cypress College students who are receiving Temporary Aid to Needy Families (TANF).

*Services Provided:*  
Paid work study opportunities; child care; guidance and counseling; ancillary funds for books and supplies; work activity progress report form completion; communication assistance with Department of Social Services; workshops and activities

• **Career Planning Center**  
*Purpose:*  
To offer services designed to assist students and the general public to move forward with confidence, new skills, and strategies for success in the career planning process.

*Services Provided:*  
Facilitation of appropriate goal setting; academic and career decision making; and-focused course selection; counseling; career classes; career assessments; online workshops; a research library; computer lab; career research software programs

• **Cooperative Agencies Resources for Education (CARE) Programs and Services**  
*Purpose:*  
To provide additional services and grants to eligible EOPS single parents who are on public assistance.

*Services Provided:*  
Counseling and advisement; group support; peer networking; peer advisors; information and referrals to campus and community-based services or agencies; workshops and activities; grants for child care; bus passes; textbooks; supplies; transportation costs; computer access; on-campus meal tickets

• **Counseling and Student Development**  
*Purpose:*  
To provide a complete guidance service, including the orientation of new students to a successful college experience, counseling to meet the educational requirements for various careers, assistance in selection of courses of study, and individual guidance in matters of aptitude and personal adjustment as they are related to the student’s vocational and educational objectives.

*Services Provided:*  
Academic counseling; special courses; educational and vocational planning
• **Online Counseling and Advisement**  
  *Purpose:*  
  To provide students with on-line support and advice during registration. Students may contact the online counselor at [onlinecounselor@cypresscollege.edu](mailto:onlinecounselor@cypresscollege.edu).

  *Services Provided:*  
  Counseling and advisement in an on-line environment

• **Disabled Students Program and Services (DSPS)**  
  *Purpose:*  
  To provide academic services and accommodations to students with verified disability-related limitations.

  *Services Provided:*  
  Priority registration; academic counseling; testing accommodations; LD assessment; high tech center alternate media; advocacy

• **English Success Center (1)**  
  *Purpose:*  
  To provide students with supplemental learning opportunities designed to improve academic reading and writing skills. The ESC is staffed by trained tutors as well as Cypress College English, Reading, and ESL faculty.

  *Services Provided:*  
  Directed Learning Activities (DLA); English/Reading and ESL (DLA) Faculty Mentor Workshops; computer use; drop-in tutoring, conversation workshops

  *In fall 2012 and spring 2013, 1,397 English students completed Directed Learning Activities (DLA’s) and/or workshops. In English 57 through English 100 courses there was a 14.5% difference in the success rates between students who had ESC experiences versus those who did not. In the same year, 146 ESL students completed DLAs and/or workshops. In all ESL courses, there was a 12.35% difference in the success rate between students who had ESC experiences versus those who did not.*

  *Persistent rates were also measured, also showing that the ESC had measurable positive impact on student success.*

• **Extended Opportunity Programs and Services (EOPS)**  
  *Purpose:*  
  To assist students with economic, linguistic, and educational challenges to enroll in and succeed in higher education; To promote access to colleges, increase retention, and/or transfer to four-year universities and colleges.
Services Provided:
Specialized orientation; enhanced tutoring; computer lab; counseling and advisement; priority registration; textbook service; educational supplies and materials; university application fee waivers

- **Foster Youth Services**
  
  *Purpose:*
  To provide support and funding to emancipated foster youth students to increase their access and success in higher education.

  *Services Provided:*
  Assistance with completing college entrance forms; Financial Aid application assistance; academic advising; personalized staff assistance to help direct students to the appropriate resources; priority assistance in finding on-campus jobs (for those who qualify); assistance in finding housing; workshops for career and academic success; friendship and support by Cypress College faculty/staff

- **Health Center**
  
  *Purpose:*
  To support students’ learning experiences through the delivery of services and programs that promote health, safety and well-being.

  *Services Provided:*
  Student health promotion in accord with activities of a full service clinic; First Aid & emergency care; diagnosis & treatment of acute illness; health assessments, family planning services; psychological counseling services

- **Honors Programs**
  
  *Purpose:*
  To encourage and support talent and ability in highly motivated students as they begin their academic studies and prepare to transfer to a four-year college or university.

  *Services Provided:*
  Transfer agreements with universities; priority consideration for admission at the junior level to selected four-year colleges and universities; small classes with a seminar environment; library privileges at transfer colleges and universities; counseling services

- **Library & Learning Resource Center**
  
  *Purpose:*
  To provide the tools and resources to enhance student academic achievement and facilitate professional and personal growth. Known across campus for its high-tech, environmentally-friendly design, coupled with the convenience of a one-stop academic support center, student research hub, and study space.
Services Provided:
A technology-rich environment; facilitation and advancement of student research capacity; facilitation of student academic, professional and personal growth; the Learning Resource Center offers individual and group tutorial services in many academic disciplines

- **Mathematics Learning Center (4)**
  
  *Purpose:*
  To support the study of mathematics and student success in a center for students who need assistance in their math courses.

  *Services provided:*
  Free tutoring to all currently enrolled students; group and one-on-one tutoring; directed learning activities (DLA’s); math study workshops

  *In Fall 2012 and Spring 2013, 2,463 math students completed DLA’s, workshops, or both. In courses ranging from Math 10 to 120, there was a 15.2% difference in the success rate of students between students who had these experiences in the MLC versus those who did not.*

  *Persistent rates were also measured showing that the MLC had measurable positive impact on student success.*

(STEM)² Science, Technology, Engineering, and Math

*Purpose:*
To enhance course-based success and to increase transfer rates in Science, Engineering, and Mathematics disciplines.

*Services Provided:*
Career workshops; guest speakers; campus visits; summer research opportunities designed to teach students how to take advantage of their opportunities and fulfill their academic goals

- **Puente**
  
  *Purpose:*
  To promote and support the success of students in their English coursework and subsequent transfer by utilizing a Learning Community structure around the concept of La Familia, including both instruction and social/experiential activities to build lasting bonds.

  *Services Provided:*
  Engl 60 – Engl 100 course sequence with assignments that provide a supportive and stimulating environment for students to build confidence in their writing skills through an exploration of Mexican American/Latino literature
• **Legacy**  
  *Purpose:*  
  To promote and support the success of students in their English coursework and subsequent transfer by utilizing a Learning Community structured around the African American experience in the US through cultural enrichment.

  *Services Provided:*  
  Engl 60 – Engl 100 course sequence (The Program is currently undergoing revisions and reconfiguration.)

  *During the fall semester, the Legacy Program Advisory Committee will research best practices that contribute to African-American students’ success. What the committee uncovers may be applicable to the broader campus population.*

• **Basic Skills Initiative**  
  *Purpose:*  
  To facilitate best practices in Basic Skills/ESL instruction, student support, and program development.

  *Services Provided:*  
  Funding for: tutoring and supplemental instruction, the Math Co-Lab, integrated assessment and placement, and staff development

• **Learning Communities**  
  *Purpose:*  
  To provide integrated instruction and student support for improved student success and transfer readiness

  *Services Provided:*  
  Closed cohorts designed to facilitate a close-knit community engage in courses that are linked through a common them; exploration of student services combined with regular interactions with academic counselor

• **SCE/CC Math Co-Lab**  
  *Purpose:*  
  To provide an alternative instructional approach to low level Mathematics instruction equivalent to Math 10 and Math 15 and effective bridges between the non-credit and credit programs.

  *Services Provided:*  
  Computer based instruction with just in time faculty intervention combined with counselor support and accountability tracking
• **Summer Boost**
  
  *Purpose:* To encourage incoming freshmen to complete the 3 steps needed to achieve enhanced registration status

  *Services Provided:* Guaranteed 12 units of classes that includes Math, English, and Counseling; an opportunity to place in a higher level course based upon participation in a three week intensive summer program.

  *Following the Norco College model, the summer 2014 session welcomed and invited up to 300 incoming high school students to participate in math workshops that were held in the Learning Resource Center. These workshops were intended for students who scored low on the placement test yet completed high school coursework that should have resulted in a higher placement. Upon completion of the workshop, these students had the opportunity to retest. They were also guaranteed placement in English and math courses in the fall 2014 semester.*

• **Supplemental Instruction (2)**
  
  *Purpose:* To provide out-of-class tutoring linked to difficult academic subjects. SI mentors attend class with students and facilitate tutoring sessions following the class meeting.

  *Services Provided:* Peer assisted informal study and tutoring sessions; focus upon improved study skills and learning strategies

  *Thirty S.I. leaders facilitate student learning in math, science, and other courses. In 2012, 1,869 students attended S.I. sessions, logging 21,608 hours; 638 students attended more than 12 hours of S.I. In 2010 a three semester comparison of S.I. students’ performance showed that those who attended more than 12 hours earned 3 quarters of a grade-point higher than those students who did not.*

• **Transfer Center**
  
  *Purpose:* To assist all students in making the transition from Cypress College to four-year colleges or universities of their choice.

  *Services Provided:* Individual counseling; guidance in selecting a transfer institution; individual appointments with university representatives; transfer planning classes, workshops, and guides; university
application workshops, guides, and assistance; transfer fairs featuring university representatives

- **Tutorial Services (3)**
  
  **Purpose:**
  To provide tutoring at no additional cost to students enrolled at Cypress College, Fullerton College, and the School of Continuing Education. We are committed to assisting students in the development of the skills and confidence needed to succeed in their coursework and in their academic, professional, and personal pursuits.

  **Services Provided:**
  Tutoring, include Anatomy, Biology, Chemistry, English, English as a Second Language (ESL), Foreign Language (s), and Geology

  *Students may make half hour appointments to see thirty tutors, covering a range of subjects that include various levels and types of ESL, English, Reading, Math, Science, and Foreign Language courses. One hour appointments are available for EOPS and DSPS students.*

  In 2012, 5,771 appointments were scheduled with tutors, serving 2,211 students. In fall 2012 the impact of tutoring on student success was measured: students who attended one hour of tutoring had a 78% success rate versus 67% for those who never attended. Students who attended 1.5 to 3 hours of tutoring had an 84% percent success rate.

  Drop-in appointments for students who have less extensive needs are available in the English Success Center (beginning fall 2014) and in the Math Learning Center, covering various levels of ESL, Reading, English, and Math courses.

  Beginning in spring 2014, student have access to up to seven hours of online tutoring per semester, covering English, Reading, ESL various levels of math, various sciences, accounting, and Spanish.

- **SmartThinking Online Tutoring**
  
  **Purpose:**
  To provide free online tutoring for Cypress College students.

  **Services Provided:**
  Immediately connect and interact with a live tutor; schedule a personal session with a tutor of choice; submit a question and receive a reply from a tutor; submit a paper for a tutor to review
• **Veteran Services**  
  *Purpose:*  
  To serve as the primary campus support and advocate for military and veteran students;  
  Works with veteran students to ensure that their unique needs are met by coordinating with  
  offices of various campus services.  
  
  *Services Provided:*  
  Coordinate with academic counseling, disability accommodations, financial aid, and veteran  
  benefits information as needed; provide additional referral to campus, local, state and federal  
  resources and services

E. **Student Equity Committee and Contacts**

Celeste Phelps  
Director, Disabled Students Program and Services  
Coordinator, Student Equity Plan

Jessica Nelson  
Director, Student Success and Support Program

Samantha Simmons  
Faculty, ESL

Keith Vescial  
Faculty, English/Reading

Richard Fee  
Dean, Science, Engineering, and Math

Eldon Young  
Dean, Language Arts

Susanna Abadzhyan  
Student Services Specialist  
Disabled Students Program and Services

Deann Burch  
Career Center Coordinator

Joanne Olimberio  
EOPS/CARE Coordinator

Ryan Johnstonbaugh  
Cypress College Student

Phil Dykstra  
Director, Research and Planning

Allison Kanny  
Analyst, Research and Planning
Indicator: **ACCESS**
The percentage of each population group that is enrolled compared to that group’s representation in the adult population with in the community served. This percentage is frequently calculated as a participation rate.

**CAMPUS BASED RESEARCH - Ethnicity**

Disproportionate Impact:

The data below indicates that Hispanic/Latino students represent 51% of the specific feeder high school graduates, yet only 40% are attending Cypress College. This is an 11% difference, indicating an adverse impact within the access indicator based on students’ ethnicity/race.

**DATA ANALYSIS AND FINDINGS**

Hispanic/Latino High School Graduates

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<tr>
<th>Service-Area Counties</th>
<th>Feeder HS Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>54%</td>
</tr>
<tr>
<td>50%</td>
<td>51%</td>
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<td>40%</td>
<td>40%</td>
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<td>30%</td>
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<td>20%</td>
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<tr>
<td>10%</td>
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Data retrieved from California Department of Education 2011-13 and 2013 Student Success Score card.

**GOAL:** Increase Hispanic/Latino enrollment at Cypress College to 51% in the next three years to match the same population of its feeder high school graduates.

**OBJECTIVES**

- Identify access barriers that Hispanic/Latino students experience on campus.
- Determine how to increase recruitment of Hispanic/Latino students to Cypress College.

**FUNDING:**
- Staff time to conduct inquiries and analyses of various processes.
- Reassigned time for faculty to participate in a review committee.
- Hire Outreach Coordinator, Student Equity Coordinator.
- Translate student information into Spanish.
Indicator: COURSE COMPLETION
The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

CAMPUS BASED RESEARCH - Ethnicity
Disproportionate Impact:
Although the data indicate that American Indian/Alaskan Native students perform the lowest at the College relative to this indicator, this population constitutes less than 1% of the student population. African American students comprise a more substantial (5%) student population and perform slightly better. Both groups are compared in this chart to the benchmark standard attained by Asian American students of 86% retention and 74% success. This standard was established as the highest performing group at the College in this performance indicator.

DATA ANALYSIS AND FINDINGS
COURSE COMPLETION: SUCCESS AND RETENTION IN ALL BASIC SKILLS COURSES

<table>
<thead>
<tr>
<th>Retention Rates</th>
<th>Success Rates</th>
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<tbody>
<tr>
<td>100%</td>
<td>84%</td>
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<tr>
<td>80%</td>
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<td>60%</td>
<td>66%</td>
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<td>66%</td>
</tr>
<tr>
<td>20%</td>
<td>70%</td>
</tr>
<tr>
<td>0%</td>
<td>64%</td>
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</table>

Data retrieved from CCCCCO Datamart 2012-13.

GOAL:
Achieve proportional course (basic skills) retention and success rates of Cypress College students, specifically for African-American students, in the next three years.

FUNDING:
- Reassigned time for faculty to participate in review committees.
- Staff time to conduct study. Analyze course offerings, observation, and interviews.
- Professional Development activities.

RESOURCES
- Financial Aid
- Assessment Placement
- Counseling
- Course Scheduling
- Faculty/Staff
- Academic Support Services
- LLRC
- Staff Development
- Institutional Research Office
- Summer Boost, Clubs/Student Activities,
- Support Services: EOPS, DSPS, LLRC

ACTIVITIES
- Conduct qualitative study to determine reasons for low completion rate in basic skills courses.
- Study specific student groups to evaluate the utilization of LLRC services.
- Develop additional services (or targeted service) for basic skills courses.
- Continue to require students to complete assessment, orientation, educational plan, and declare major – core services.
- Provide professional development activities.
  Example:
  * Invite and fund speaker, such as: James Gray, Community College of Aurora – Math Faculty.
  * Facilitate Student Panel Event
  * Offer On-Course Workshops (Faculty and Staff)

OBJECTIVES
1. Identify barriers that affect African-American student success rates at Cypress College.
2. Determine how to increase retention and success rates for African-American.
Indicator: ESL Completion
The ratio of the number of students by population group who complete a degree-applicable course after having completed the final English as a Second Language (ESL) course compared to the number of those students who complete such a final course.

CAMPUS BASED RESEARCH - Ethnicity
Disproportionate Impact:

The data below indicate that Hispanic students, with a 48% success rate in ESL, experience the greatest adverse impact compared with the 61% success rate of white students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG and thus experiencing adverse impact.

Source: Data on Demand & Scorecard

DATA ANALYSIS AND FINDINGS

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
<th>80% Index</th>
<th>Disproportionate Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.60</td>
<td>0.979</td>
<td>no</td>
</tr>
<tr>
<td>African-American*</td>
<td>0.42</td>
<td>0.686</td>
<td>yes</td>
</tr>
<tr>
<td>Filipino*</td>
<td>0.30</td>
<td>0.496</td>
<td>yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.48</td>
<td>0.780</td>
<td>yes</td>
</tr>
<tr>
<td>Pacific Islander*</td>
<td>1.00</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>(Ref) White</td>
<td>0.61</td>
<td>1.000</td>
<td>-</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.50</td>
<td>0.815</td>
<td>no</td>
</tr>
</tbody>
</table>

*Not used because the total number of students in the cohort was too small to be statistically significant.

RESOURCES for ESL Completion
- Curriculum alignment between ESL classes and degree applicable courses.
- Faculty support and training on how to create a welcoming and inclusive classroom.
- Faculty training on best practices.
- Placement test guidelines.
- Diagnostic exams to determine correct level.
- ESL Orientation
- ESC/Tutoring/Workshops - LRC
- Scholarship Potluck
- Academic Support Services
- Advisement between faculty and matriculation.

ACTIVITIES
- Staff Development: “Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population.”
- Research the need for and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model “Early Scholars” from Fullerton College.
- Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students.
- Implement an “early warning” system for at-risk students.
- Research the need for and potential to employ a campus LD Specialist to assess ESL students for learning disabilities.

GOAL:
Achieve proportional ESL completion rates of Cypress College students, specifically for Hispanic and economically disadvantaged students, in the next three years.

OBJECTIVES
- Identify barriers that affect how Hispanic students use resources related to ESL.
- Determine how to increase ESL and/or Basic Skills completion rates for Hispanic and African-American students.

FUNDING:
- Reassigned time for faculty to participate in review committees.
- Workshops/Professional Development.
- Hire LD Specialist (ESL) and Mentor Coordinator.
- Staff time to conduct research for mentoring program, etc.
Indicator: Basic Skills Mathematics Completion
The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills math course compared to the number of those students who complete such a final course.

**Campus Based Research - Ethnicity**

Disproportionate Impact:

The data below indicate that African American students, who have a 20% success rate in basic skills math, experience the greatest adverse impact compared to the 39% success rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG). The 80% rule was used to indicate if the success of the focal group is less than 80% of the rate of success of the HPG, thus experiencing adverse impact.

*Source: Data on Demand & Scorecard*

**DATA ANALYSIS AND FINDINGS**

Success Rate, 80% Index, and Disproportionate Impact

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
<th>80% Index</th>
<th>Disproportionate Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ref) Asian</td>
<td>0.39</td>
<td>1.00</td>
<td>-</td>
</tr>
<tr>
<td>African-American</td>
<td>0.20</td>
<td>0.514</td>
<td>yes</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.27</td>
<td>0.696</td>
<td>yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.26</td>
<td>0.681</td>
<td>yes</td>
</tr>
<tr>
<td>American Indian*</td>
<td>0.26</td>
<td>0.679</td>
<td>yes</td>
</tr>
<tr>
<td>Pacific Islander*</td>
<td>0.26</td>
<td>0.671</td>
<td>yes</td>
</tr>
<tr>
<td>White</td>
<td>0.30</td>
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<tr>
<td>Unknown</td>
<td>0.35</td>
<td>0.893</td>
<td>no</td>
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</table>

*Not used because the total number of students in the cohort was too small to be statistically significant.

**Goal:**
Achieve proportional basic skills math completion rates of Cypress College students, specifically for African-American students, students 25 and older, and students with disabilities, in the next three years.

**Funding:**
- Reassigned time for faculty to participate in review committees.
- Workshops/Professional Development.
- Hire LD Specialist (ESL) and Mentor Coordinator.
- Staff time to conduct research for mentoring program, etc.

**Resources for ESL Completion**
- Curriculum alignment between basic skills classes and degree applicable courses.
- Faculty/staff development
- Personalized instruction – mentoring, hands-on approach to instruction.
- Dynamic and supportive classroom environment
- Small class size
- Placement test guidelines
- Diagnostic exams to determine correct level
- Academic good standing requirements
- Course withdrawal procedures
- Financial aid eligibility and availability
- Summer Boost, MLC, Math Club, STEM, SCE Pathways, EOPS

**Activities**
- Staff Development: “Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population.”
- Research the need for and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model “Early Scholars” from Fullerton College.
- Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students.
- Implement an “early warning” system for at-risk students.
- Research the need for and potential to employ a campus LD Specialist to assess ESL students for learning disabilities.

**Objectives**
- Identify barriers that affect how African American students use resources related to Basic Skills Math.
- Continue to provide course offerings and support services for ESL students.
- Research new and innovative ways to help African American students succeed in Basic Skills Math courses.
**Indicator: Basic Skills English Completion**
The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills English course compared to the number of those students who complete such a final course.

**DATA ANALYSIS AND FINDINGS**

<table>
<thead>
<tr>
<th>Success Rate in Basic Skills English</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (HPG)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success Rate, 80% Index, and Disproportionate Impact

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
<th>80% Index</th>
<th>Disproportionate Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ref) Asian</td>
<td>0.74</td>
<td>1.000</td>
<td>-</td>
</tr>
<tr>
<td>African-American</td>
<td>0.56</td>
<td>0.763</td>
<td>yes</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.64</td>
<td>0.863</td>
<td>no</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.60</td>
<td>0.809</td>
<td>no</td>
</tr>
<tr>
<td>American Indian*</td>
<td>0.59</td>
<td>0.815</td>
<td>yes</td>
</tr>
<tr>
<td>White</td>
<td>0.63</td>
<td>0.855</td>
<td>no</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.67</td>
<td>0.909</td>
<td>no</td>
</tr>
</tbody>
</table>

*Not used because the total number of students in the cohort was too small to be statistically significant.

**GOAL:**
Achieve proportional basic skills English rates of Cypress College students, specifically for African-American students, in the next three years.

**FUNDING:**
- Reassigned time for faculty to participate in review committees.
- Workshops/Professional Development.
- Hire LD Specialist (ESL) and Mentor Coordinator.
- Staff time to conduct research for mentoring program, etc.

**RESOURCES**
- Curriculum alignment between basic skills classes and degree applicable courses.
- Faculty/staff development
- Personalized instruction – mentoring, hands-on approach to instruction.
- Dynamic and supportive classroom environment
- Small class size
- Placement test guidelines
- Diagnostic exams to determine correct level
- Academic good standing requirements
- Course withdrawal procedures
- Financial aid eligibility and availability
- English Learning Center, SCE Pathways, EOPS, DSPS, Legacy, Summer Boost

**ACTIVITIES**
- Staff Development: “Provide a forum for BSI/ESL faculty to discuss best practices for the needs of students. Meet with counseling to outline case studies and review assessment practices/screening. Investigate a pilot set of services for this population.”
- Research the need for and potential to employ a Mentor Coordinator to develop and implement a mentoring program with faculty and students. Model “Early Scholars” from Fullerton College.
- Review and update division/department websites to ensure accessibility for all Basic Skills/ESL students.
- Implement an “early warning” system for at-risk students.
- Research the need for and potential to employ a campus LD Specialist to assist ESL students for learning disabilities.

**OBJECTIVES**
- Identify barriers that affect how African American students use resources related to Basic Skills English.
- To continue to provide course offerings and support services for Basic Skills English students.
- Research new and innovative ways to help African American students succeed in Basic Skills English courses.
Indicator: **DEGREE/CERTIFICATE COMPLETION**

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

### CAMPUS BASED RESEARCH

#### ETHNICITY Disproportionate Impact:
The data below indicate that Hispanic students, who have 40% degree/certificate completion, and African American students, who have 44% degree/certificate completion rate, experience the greatest adverse impact, compared with the 68% degree/certificate completion rate of Asian students, the group selected as the benchmark because it is the highest performing group (HPG).


#### DATA ANALYSIS AND FINDINGS

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Group Success Rate/HPG Rate</th>
<th>80% Rule Comparison Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>44%/68%</td>
<td>0.65</td>
</tr>
<tr>
<td>American Indian</td>
<td>40%/68%</td>
<td>0.58</td>
</tr>
<tr>
<td>Asian</td>
<td>68%/68%</td>
<td>1.00</td>
</tr>
<tr>
<td>Filipino</td>
<td>51%/68%</td>
<td>0.75</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>40%/68%</td>
<td>0.59</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>43%/68%</td>
<td>0.63</td>
</tr>
<tr>
<td>White</td>
<td>51%/68%</td>
<td>0.75</td>
</tr>
</tbody>
</table>

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

#### AGE Disproportionate Impact:
When compared to the highest performing group (19 years old or younger) at 53% completion rate, the data indicate that students older than 24 (specifically ages 25-49) experience the greatest adverse impact at 35% degree/certificate completion rate.


#### DATA ANALYSIS AND FINDINGS

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Group Success Rate/HPG Rate</th>
<th>80% Rule Comparison Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>53%/53%</td>
<td>1.00</td>
</tr>
<tr>
<td>20-24</td>
<td>42%/53%</td>
<td>0.79</td>
</tr>
<tr>
<td>25-49</td>
<td>35%/53%</td>
<td>0.65</td>
</tr>
<tr>
<td>50 or more</td>
<td>41%/53%</td>
<td>0.77</td>
</tr>
</tbody>
</table>

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

### GOAL:
Achieve proportional degree and certificate completion rates of Cypress College students, specifically of African American and Hispanic students, and students ages 25-49.

### FUNDING:
- Staff time to conduct surveys and analyze data.
- Offer Guest Speaker Series.

### OBJECTIVES
- Identify barriers affecting African-American and Hispanic students and students older than 24 from completing their degree/certificate coursework.
- Determine how to increase degree/cert completion rates for students older than 24 and African American and Hispanic students.

### RESOURCES
- Academic good standing requirements
- Financial aid available from year to year
- Location and working hours of academic support services
- Types of academic support services
- Classroom culture
- Learning communities
- Counseling Center
- Informational material and handouts in various service offices
- Faculty development
- Tutoring
- Faculty student/office hour

### ACTIVITIES
- Conduct research to determine if students receiving counseling services or taking counseling courses/sessions are more likely to be successful.
- Implement comprehensive Degree Works program for counselor and student use.
- Investigate viability of requiring all incoming freshmen to complete a counseling course or group session to ensure completion of Student Educational Plan and college preparation.
- Implement “Guest Speaker” series to highlight diverse populations. Work closely with Legacy, Diversity Committee, etc. to ensure campus invites appropriate and relevant guests.
Indicator: **TRANSFER**
The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

**CAMPUS BASED RESEARCH**

**ETHNICITY** Disproportionate Impact:
The data indicate that Hispanic students, who have 28% transfer rate, Filipino students, who have 31% transfer rate, and African American students, who have 32% transfer rate, experience the greatest adverse impact, compared with the 59% transfer rate of Asian students, the group selected as the benchmark because it is the highest performing groups (HPG).

*Source: 2006/2007-2012/2013 Data; CCCCCO Datamart*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Transfer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>36%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>28%</td>
</tr>
<tr>
<td>Filipino</td>
<td>31%</td>
</tr>
<tr>
<td>Asian</td>
<td>59%</td>
</tr>
<tr>
<td>American Indian</td>
<td>33%</td>
</tr>
<tr>
<td>African American</td>
<td>32%</td>
</tr>
</tbody>
</table>

**ECONOMICALLY DISADVANTAGED** Disproportionate Impact:
The data below indicate that students who are economically disadvantaged (CalWORKs, BOGG, or PELL Grant) have a 25% transfer rate and experience the greater adverse impact, compared with the 39% transfer rate of non-CalWORKs/BOGG/PELL recipients, the group selected as the benchmark because it is the higher performing group (HPG).

*Source: 2006/2007-2012/2013 Data; CCCCCO Datamart*

<table>
<thead>
<tr>
<th>Economic Status</th>
<th>Transfer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantaged</td>
<td>39%</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>25%</td>
</tr>
</tbody>
</table>

**DISABILITIES** Disproportionate Impact:
The data below indicate that students with disabilities (DSPS) have a 25% transfer rate and experience the greatest adverse impact, compared with the 39% transfer rate of students without disabilities (non-DSPS), the group selected as the benchmark because it is the higher performing group (HPG).

*Source: 2006/2007-2012/2013 Data; CCCCCO Datamart*

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Transfer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Disabilities</td>
<td>39%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>25%</td>
</tr>
</tbody>
</table>

**GOAL**: Achieve proportional transfer rates of Cypress College students, specifically African-American, Hispanic, Filipino, economically disadvantaged, and students with disabilities.

**FUNDING**:
- Staff time to conduct surveys and analyze data.
- Publicity and advertising.
- Materials and handouts.

**RESOURCES**
- Classroom culture
- Academic good standing requirements
- Financial aid available from year to year
- Transfer Advisement Center – Counseling
- Academic support services
- Support programs for all students and for underrepresented students
- Puente
- Legacy
- Informational materials and handouts
- DSPS
- EOPS
- Faculty development
- Library and Learning Resource Center

**ACTIVITIES**
- Investigate ways to improve transfer service, awareness, and student participation. Research best practices at other campus.
- Ensure transfer-related materials/handouts are located in all support offices and are visible and fully accessible. Use available media to present transfer information (i.e. campus televisions to include “transfer commercials” as part of loop).
- Publicize transfer mission through website, catalog, schedule of classes, press releases. Highlight diverse populations (i.e. testimonials from former students – struggles, barriers, etc.).
- Design and implement policy that requires students to declare and/or verify a course of study at the beginning of each semester before enrolling in courses.

**OBJECTIVES**
- Identify barriers affecting the transfer rate of African American, Filipino, and Hispanic students.
- Determine how to increase transfer rate for African American, Filipino, and Hispanic students.